

30-CU



University

# Philosophy and Purpose

30-CU is a district internal university based on the premise that continued professional development increases teacher performance and student achievement. This university is internal so that it is efficient: staff can find opportunities to both learn and teach relevant materials within close proximity to their work with their district peers as part of their professional learning community. This embedded district professional development lends itself to sustainable growth and student success.

30-CU was created through a joint task force of equal members of Troy 30C School District administration and Troy Education Association members. The motivation to create 30-CU was a mutual desire to have staff continue their education for the improvement of student success. The purpose for an internal university was to have that education directly impact Troy 30-C students by providing university and district courses aligned with district initiatives using the profound resources of our employees as facilitators, local universities as cohort providers, and district initiatives as content.

30-CU brings together four different kinds opportunities for the staff:

1. District-led board credit courses on district initiatives
2. Endorsement programming from colleges and universities
3. College credit programs and degrees
4. Professional development courses for licensure hours.

Each of these opportunities will be accessible through the 30-CU website. As you continue through this document, we will provide more information on each opportunity as well as key documents for each. Welcome to 30-CU. We are glad you came.

*For additional information on policies and procedures for 30-CU, please visit the frequently asked questions below.*

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*For an overview of course offerings, please look at the document link below.*

[30-CU Trifold](#) **(Doc #2)**



# Board Credit

*The Troy 30-C Board of Education recognizes the importance of “maintaining and extending the skills of all staff members. The Board encourages employees to engage in programs and activities which will lead to their professional growth, expansion of skills and increased job competence.” (Board Policy #520.06)*

## **Board Credit Courses- 1 credit**

Board credit courses will be 15 hours in length and enrich staff knowledge and instructional strategies tied to district goals and initiatives.

Courses can include delving into research, application with real-time student learning, collaborative conversations with colleagues across the District and self-reflection. Some courses will include professional literature and the text will be provided for participants.

Use this link below to see the Board Credit Plan approved by the Troy 30-C Board of Education. This document describes the policies and procedures that support board credit.

### **Board Credit Plan (Doc #3)**

Use this link below to view board credit courses currently offered. Courses are offered in two session, Fall Session (August-December) and Spring Session (January-May). As we progress we will look at adding a Summer Session.

### **30-CU Board Credit Courses (Doc #4)**

Use this link below if you are interested in developing and facilitating an original course to be offered by 30-CU. Course proposals for the Fall Session are due by May 1st and October 15th for the Spring Session.

### **Board Credit Facilitator Proposal (Doc #5)**





### ***Board Credit Book Study - 0.5 credit***

Book studies will meet for a minimum of four sessions to discuss a text and how the information learned can be used to improve instruction and student learning. Titles must be approved by the Department of Teaching and Learning.

Book studies serve as a professional development tool to look at topics deeply in a collaborative setting. The Department of Teaching and Learning has a significant list of titles that have proved to be effective materials to improve student learning and instruction.

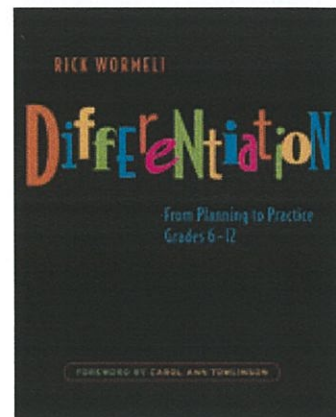
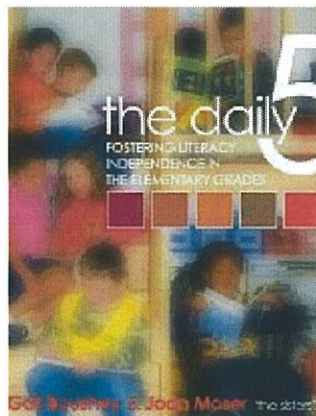
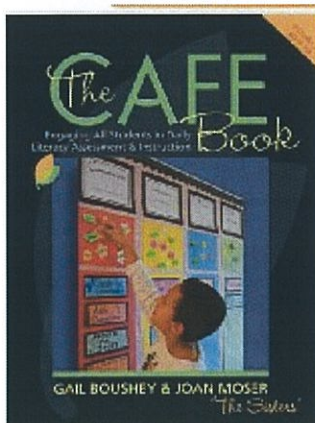
The link below will take you to the district web page for Board Credit through a book study. The page also include sample reflections from current staff members who have completed a book study.

### **District Board Credit Book Study Webpage (Doc #6)**

The process to complete a book study requires the following four steps: **(Doc #7)**

1. 30-CU Book Study Request Form
2. 30-CU Book Study Group Information Sheet
3. 30-CU Book Study Conversation Guide
4. 30-CU Book Study Synthesis and Presentation Requirements

Each of these documents must be completed and turned in before credit will be issued. Below are couple of the nature of texts that the Department of Teaching and Learning has approved in past and continue to be available for study. More options can be found at the [30-CU Approved Book Study Options](#). **(Doc #8)**



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# University Offerings

30-CU will serve not only as a source for district sponsored courses and professional development opportunities. It will also serve as hub for exploring university opportunities for graduate credit, endorsements and advanced degrees. The 30-CU website will include access to cohort information as well as links to university information for those seeking advanced degrees. 30-CU will not place or advise student; however, it will provide a single point of exploration for our employees.

Credits earned through college coursework will follow the employee professionally. Tuition for college coursework is the responsibility of the employee and courses are taught by University staff.

## Troy Sponsored Cohorts

The Department of Teaching and Learning will work with local universities to start or maintain cohorts for advanced degrees in areas of concentration that will have the greatest impact on students in the district.

The district has been able to develop cohorts with our local university partners in the recent past and is continuing to recruit new members for additional cohorts. Our most recent and future cohorts include the following endorsements:

- ★ Ed Tech Endorsement
- ★ ELL Endorsement
- ★ Reading Specialist Endorsement

The tuition for the university credits is the responsibility of the employee; however, it is the power of 30-CU to combine the student with the university and maximize the efficiencies of that relationship. The benefits of this relationship include but are not limited to

- ★ Local universities
- ★ Onsite classes
- ★ Reduced tuition rates
- ★ Credits follow teacher professionally

[Link to Cohort Information & Registration](#)



## **General University Programs**

30-CU is designed to provide as many opportunities for professional development as possible. The Department of Teaching and Learning recognizes that our staff may seek advanced degrees. The 30-CU website will provide a link to admission webpages at area universities for those staff who are considering continuing their education.

The links to university programming will not only be for certified staff members. 30-CU will keep provide links to local university and programs offering licensing and programs in the trades.

## **Licensure Professional Development**

The Department of Teaching and Learning will continue to provide professional development opportunities for all staff. These courses and workshops will target specific practices for our staff that will directly impact their work. Troy 30-C is an approved professional development provider; therefore, all courses will fulfill professional development hours needed as continuing education for license renewal.

All Professional Development courses will be approximately two hours in length. The courses may meet in multiple sections or be repeated throughout the year. A running list of offerings will be kept current on the 30-CU site and can be accessed from the link below.

**[Current Year PD Offerings](#)** (Doc #9)

As with the Board Credit courses, the professional development courses must be approved by the Department of Teaching and Learning. The link to the proposal form is below.

**[PD Workshop Facilitator Proposal](#)** (Doc #10)

The facilitator for a PD course will earn continuing education credits toward license renewal; however, no compensation will be earned for facilitating the course.

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# Facilitator/Teacher Information

Facilitators play a crucial role in the success of 30-CU. This opportunity allows employees to bring their best practices to others in the district so that we can all benefit from the facilitator's inspiration.

If you are interested in becoming a facilitator, then take the following link for additional information and procedures to become an instructional leader with 30-CU.

[Facilitator Information](#) (Doc #11)

If you already have an idea on a course you want to teach, then choose the the correct link below, fill out the proposal, and submit it to the Department of Teaching and Learning for review.

[Board Credit Facilitator Proposal](#) (Doc #5\*)

[PD Workshop Proposal](#) (Doc #10\*)

## Proposal Due Dates

Proposals are due to the Department of Teaching and Learning by the following dates for the respective sessions:

- ★ May 1 for Fall Session (August--December)
- ★ October 15 for Winter Session (January--May)

Approved courses will run based on the following enrollment parameters:

- ★ Minimum of 8 participants (less with approval)
- ★ Maximum of 20 participants (greater with approval)

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## FAQ's for 30CU

### **1. Is 30CU a university?**

- a. No. 30CU is a hub for advanced learning and training for all employees of the district. Employees will find links to universities, district encouraged endorsements, board credit courses, and professional development for licensure opportunities and links. The 30CU site will also provide a link to SIP and Institute Day information.

The power of 30CU for college credit will be to develop district cohorts for college credit that our local universities will want to offer at discounts because we have the students, the facility, and in some cases, the instructor.

### **2. When will this be up and started?**

- a. The contract was settled with an MOU that gave us one school year to put 30CU together and start it up at the beginning of the 2016-2017 school year
- b. Classes have been allowed and approved all year during the development process, and teachers have been taking classes and moving on the salary schedule.
- c. As per the CBA, no tuition reimbursement has been paid to teachers and none will be inside or outside of 30CU.

### **3. What types of credits will be available under 30CU?**

- a. 30CU will be divided into four strands, or columns:
  - i. College credit programs and degrees
  - ii. Endorsement programming from colleges and universities
  - iii. District-led board credit courses on district initiatives
  - iv. Professional development courses for licensure hours.

These strands will provide access to university and board credits for salary advancement and professional development hours to satisfy licensure requirements

### **4. How do I sign up for a course?**

- a. At this point, the sign-up process is still under consideration. Ultimately, we will aim to provide an electronic sign up process for all level of credits.

### **5. How often would it meet?**

- a. Classes will be scheduled according to class types. University classes will follow the university calendar, board credit courses will follow the district calendar and the number of meetings will be determined by depth and breadth of the offering. Professional development will be offered as per their date.

**6. *Where would the classes be or is it online?***

- a. We would make every effort to have all classes meet in one of our buildings.
- b. Professional development and university classes can be online as per the vendor or the university.

**7. *Who will lead out the courses?***

- a. University courses will be taught by university employees.
- b. Board credit courses will ideally be taught by district employees or other local experts.

**8. *How will it be credited to those that participate?***

- a. Credit will be approved in the same process we currently use through human resources. For board credit courses, we will follow the same process as university credits.

**9. *Why is a board credit worth one-half credit instead of a whole credit?***

- a. A book study does not have the requirements of a course including 15 hours of meetings, assignments, in-depth study of the materials in the book.
- b. A book study does not require a facilitator
- c. It is possible that a book study can be made into a book study if a person or persons wishes to develop the syllabus, assignments, and outcomes

**10. *Who will determine what is offered?***

- a. All courses and programs are subject to approval by the superintendent
- b. University courses will be offered as per the individual in the degree program or as per his/her pursuit of advanced education in his/her field. University courses may be offered through a partnership cohort with Troy or through the regular course offerings by the university. Interest on the part of Troy employees could determine what courses a university offers us.
- c. University courses may also be chosen as part of a cohort group for endorsement as per a district initiative (i.e., ESL cohorts)
- d. Board credit courses will be approved through the current process which includes the submission of a proposal to the Department of Teaching and Learning. Upon acceptance of the proposal, the course will be offered.

**11. *What is the cost?***

- a. All necessary materials for board credit courses will be provided by the district unless otherwise noted.
- b. All courses outside of board credit will have the usual and customary costs as determined by the university or vendor.

**12. *Will 30CU offer an undergraduate cohort for interested TA's to get their teaching degrees?***

- a. This is a great idea worthy of pursuing with a local university

**13. Will the credits help us move up on the pay scale?**

- a. Yes. Both university and board credits will move a person as usual as per the current salary structure.
- b. Professional development courses will count only for licensure requirements.

**14. Is there a limit to how many credits can be taken/used for salary advancement per year?**

- a. At present, the CBA is silent on the number of credits that can be obtained per year.
- b. 9 credits per year

**15. Is it possible to reach the MA+15, MA+30, and MA+45 columns through board credit?**

- a. No. In order to reach these columns, a person must have earned a Master's Degree.
- b. Salary advancement through board credit stops at BA+36 until a Master's Degree is earned.
- c. All board credit earned past 36 hours but before a Master's Degree will not be counted toward salary advancement.

**16. What about continuing education such as reading endorsements or other degrees? Would these options be offered?**

- a. These courses would be offered in the second strand of endorsements. As per the process, the district will look for a university partnership, providing the university with students, a facility, and even an instructor if possible in exchange for reduced rates.

**17. Is 30CU available to all employees?**

- a. Access to 30CU will be open to all employees.
- b. Access to university and board credit courses will be open to all employees.
- c. Advancements in salary are only available to certified staff covered by the CBA.

**18. Do they count as professional development on the ISBE website for ongoing education for license renewal?**

- a. Yes. All courses under the 30CU umbrella will count for ongoing education and license renewal unless denied by the ROE.
- b. Every effort will be made to make sure that courses found through 30CU will meet ISBE renewal requirements.
- c. It is prudent for the educator to contact the ROE to determine if the course will be approved by ISBE if there is any question.

**19. Will ESP's be afforded the same educational advancement as certified staff?**

- a. Currently, the CBA is silent on educational advancement for ESP's.



**20. How many credits will be available for each "class"?**

- a. University credits will be determined by the university; however, three is the usual and customary number.
- b. Board credits will be in single increments with one credit equal to 15 hours of organized work time.
- c. Professional development hours will follow the protocols assigned by ISBE.

**21. How will the amount of work per credit be determined?**

- a. The amount of work for university credits will be determined by the university.
- b. Board credits will be in single increments with one credit equal to 15 hours of organized work time.
- c. Professional development hours will be follow the protocols assigned by ISBE.

**22. Will professional development be offered through an organization/college (i.e. Learners Edge)?**

- a. The credits offered through Learner's Edge and similar organizations will count for hours toward licensure. They will not count for graduate credit or advancement on the salary schedule.
- b. Any courses in question will need pre-approval as per the CBA before credit for salary advancement will be given.

**23. How many classes will be offered each year/trimester?**

- a. University courses are individual choice so that number is not predictable.
- b. Cohorts for endorsements will most likely be one or two at a time.
- c. Board credit courses will be run with at least two to three offered each trimester.

**24. Will classes be announced, or do they have to be self-initiated (how book studies are done)?**

- a. The 30CU web site will have a menu of options that will be updated on a regular basis as they are proposed.
- b. University courses offered through 30CU because of the district's ability to provide a cohort or minimum number of students will be posted on the site.
- c. It is important to remember that university degree programs and advanced classes are the responsibility of the individual user.
- d. Book studies will continue to be self-initiated.

**25. Will the state/other school districts recognize and count these toward certification/lane movement?**

- a. All courses taken at the university level will count as certification/lane movement and be recognized by other school districts unless the district has other protocols in place for accepting coursework for new hires.



- b. Board credit courses will be recognized by the state as professional development for continued licensure.
- c. Board credit courses will count for salary lane movement at Troy for certified staff only.
- d. Board credit courses will not be recognized by other school districts or universities.

**26. I currently am highly qualified to teach Elementary Ed. and middle school Social Studies, Science, and ELA. I would like to have available a class that would help me qualify to teach math in grades 5-8. I understand that the Troy 30c University will only qualify me for teaching at Troy. Are these types of classes an option?**

- a. The type of class you are seeking, qualification to teach math in grades 5-8, is the kind of course that we would work through 30CU to offer by bringing together a cohort of teachers and working with a university to offer the courses at a discounted price.

# 30-CU UNIVERSITY



DOC #2



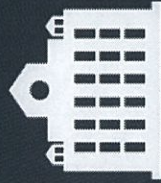
# 30-CU

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## 30-CU University

Troy 30-CU University was created through a joint task force of equal members of Troy 30-C school district administration and Troy Education Association members.

The purpose of 30-CU is to offer high quality, relevant professional development opportunities to the employees of the district.



### UNIVERSITY CREDITS TOWARD A DEGREE BA / MA / ED / PhD

- University degrees and courses
- Degree program must be approved



### 30-C U COURSES THROUGH DTL BA 36 or ENDORSEMENT

- [Board Credit](#)
- Approved courses through University partnerships
- (link to seasonal offerings)



### LICENSURE PROFESSIONAL DEVELOPMENT 120 Credit Hours

- 30-CU Courses
- ROE
- District Institute and SIP Days



[Educator Licensure Information System \(ELIS\)](#)





## Troy 30-C BOARD CREDIT PLAN

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### I. PHILOSOPHY

The Troy 30-C Board of Education recognizes the importance of “maintaining and extending the skills of all staff members. The Board encourages employees to engage in programs and activities which will lead to their professional growth, expansion of skills and increased job competence.” (Board Policy #520.06)

### II. GOAL

To further encourage certified staff to participate in the district’s staff development program, the Troy 30-C Board of Education establishes a program of board credit for planned courses, seminars and workshops offered within Troy School District.

### III. DESCRIPTION OF PLAN

Board credit will be awarded to staff members for their participation in courses and workshops held within the Troy district and authorized by the Troy administration. The board credit plan will have the following guidelines and parameters.

- A. Board credit will equal graduate credit with regard to salary schedule advancement.
- B. One (1) board credit will be awarded for each 15 hours of instructional time in a board credit course.
- C. One-half board credit will be awarded for each completed book study.
- D. Board credit activities take place outside of the contractual work day.
- E. Programs offered in the district for board credit will be aligned to Troy 30-C district goals.
- F. Only certified staff (serving in certified capacities) may participate and qualify for board credit. Participation would be approved by the Department of Teaching and Learning.
- G. Education Support Personnel may participate (if space permits) but will not receive Board Credit or any salary enhancement. Participation would be approved by the Department of Teaching and Learning.
- H. The Troy 30-C Administrative Staff reserves the right to establish and conduct courses, seminars and workshops (within the district) for board credit. Minimum and maximum enrollments would also be established by the administration.
- I. Board credit will not be granted if a stipend was being paid or released time was given.
- J. Course requirements must be met for board credit to be granted.



- K. One cannot earn both board credit and graduate credit for the same course.
- L. Limits on the number of graduate credits and board credits per year (July 1-June 30) are as follows:
  - 1. The maximum number of board credits to be granted in any one year and to be credited toward salary schedule advancement in nine (9) or
  - 2. Any combination of board credit and graduate credit cannot exceed nine (9) for any one year.

#### IV. INSTRUCTOR GUIDELINES

- A. Courses/workshops/seminars/book studies and instructors must have final approval from the administration prior to the start of the instruction.
- B. A Board Credit Facilitator Proposal must be submitted prior to any approval being given.
- C. For an original course created by an instructor, the total stipend paid for instruction will be \$22.00 for each hour taught and \$44.00 to prep for each hour taught. For example, for one 15-hour original board credit class the total stipend will be \$990.00 for the first time the course is presented. For each subsequent presentation of this course, the total stipend paid will be \$22.00 for each hour taught and \$22.00 to prep for a total stipend of \$660.00.
- D. Stipends will be equally divided for courses instructed by two or more facilitators. In lieu of any payment, one instructor may choose to receive the board credit of the course (one time only). If there are multiple instructors, monetary compensation is the only option.
- E. Instructors will certify to the administration that participants have completed all course requirements and are to be credited with the appropriate number of board credits. Board credit is awarded at the time of course completion.

#### V. COURSES/WORKSHOPS/SEMINARS TAUGHT BY OUTSIDE CONSULTANTS

Board credit may be an option for courses, workshops and seminars taught by outside consultants within the Troy District and authorized by Troy 30-C.

#### VI. PLAN EFFECTIVE DATE

This plan was originally developed June 8, 1992, revised December 12, 2002, September 15, 2013 and January 19, 2016, May 11, 2016

## Board Credit Courses

2016-2017

Title	Description	Dates
Google Apps For Education 101	GAFE 101 includes how to share, create and update docs, and incorporate the drive	
Google Apps for Education 102	GAFE 102 includes apps for student and teacher creation	
Teaching Reading in Small Groups: Matching Methods to Purposes	It is possible to assess, plan, and teach small groups of readers to meet increasing demands and challenges, while still holding tight to the joy and love of literature. To think beyond guided reading, Jen Serravallo helps teachers learn to analyze student data in order to form small groups and discover a new repertoire for helping readers find increased skill and independence.	
Putting the Practices Into Action: Implementing the Standards for Mathematical Practice	The Standards for Mathematical Practice are the heart and soul of the Common Core Standards for Mathematics. Through them, students build deeper understanding and develop reasoning, and through them we discover effective ways to teach mathematics. This course will help you identify the key elements of each standard and discover practical strategies for making them come alive in math classrooms.	

**Board Credit Course Proposal Application**

Submit this form and attachments to NAME at EMAIL. If approved, you will be asked to submit additional information for the posting of the course.

<b>FACILITATOR</b>	<b>Fill in requested information in the boxes below. Thank you.</b>
Today's Date:	
Title of Course:	
Applicant name(s) and contact information:	
What qualifications/experiences qualify you to facilitate the course?	
Have you been a facilitator for Troy 30-CU before? If so, provide the names of the courses or workshops.	

<b>NEED</b>	<b>Fill in requested information in the boxes below. Thank you.</b>
What specific district goal, evaluation criteria, learning standard/benchmark, or instructional practice is supported by this course?	
What data/information supports the need for the proposed Board Credit course?	

<b>PURPOSE</b>	<b>Fill in requested information in the boxes below. Thank you.</b>
Purpose of course: (Include objectives, target audience, and learning outcomes)	

<b>OUTCOME</b>	<b>Fill in requested information in the boxes below. Thank you.</b>
What impacts will the course have instructional practices?	
How will this course affect student learning?	

	<b>Fill in requested information in the boxes below. Thank you.</b>
As an attachment, submit a syllabus with:	

<ul style="list-style-type: none"> <li>the basic overview of topics covered for each session</li> <li>session objectives</li> <li>activities planned for sessions</li> <li>ideas/activities planned for participants to implement between sessions and to complete as a final culmination of learning</li> <li>expectations/accountability of participants for board credit</li> </ul> <p>Optional: related discussion points for each session based on topics and activities</p>	
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LOGISTICS	Fill in requested information in the boxes below. Thank you.
Estimated cost to the District: (materials, etc.)	
Course will be offered: Fall and/or Spring	
Day(s) of the week:	
Times:	
Number of hours: 15 contact hrs. = 1 BC	
Location:	
Technology needs: (Overhead, LCD projector, etc.)	
Additional services: (Copying, etc.)	

### District Goals/Initiatives Related to Staff Development

- Improvement of instruction for student learning
- Integration of technology as an instructional tool
- Assessment as a tool for learning and instruction



### Salary/Payment Clarification

For an original course created by an instructor, the total stipend paid for instruction will be \$22.00 for each hour taught and \$44.00 to prep for each hour taught. For example, for one 15-hour original board credit class the total stipend will be \$990.00 for the first time the course is presented. For each subsequent presentation of this course, the total stipend paid will be \$22.00 for each hour taught and \$22.00 to prep for a total stipend of \$660.00. Stipends will be equally divided for courses instructed by two or more facilitators.

## Rubric for Board Credit Course Proposals

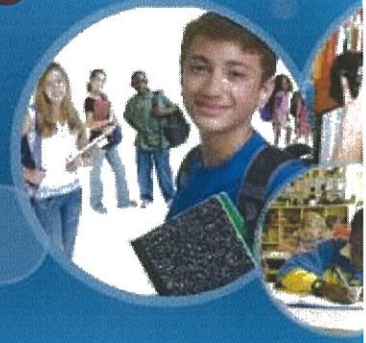
COURSE PROPOSAL TITLE: \_\_\_\_\_

TOTAL SCORE: \_\_\_\_\_

	4	3	2	1
<b>Presenter</b>	<p>Presenter has an advanced certificate related to this course.</p> <p>Presenter has previously taught this board credit course and/or has advanced experience presenting course information.</p>	<p>Presenter has a position in the district related to course.</p> <p>Presenter has advanced to intermediate experience presenting course information.</p>	<p>Presenter has some training related to the course.</p> <p>Presenter has intermediate to novice experience presenting course information.</p>	<p>Does not meet the criteria.</p> <p>No evidence.</p>
<b>Need/Purpose</b>	<p>Course is strongly aligned to multiple district goals and initiatives.</p> <p>Course is supported by and linked to research-based data.</p>	<p>Course is strongly aligned to a district goal and initiative.</p> <p>Course is supported by and linked to research-based data.</p>	<p>Course implies a connection to a district goal or initiative.</p> <p>Course is not supported by nor linked to research-based data.</p>	<p>Does not meet the criteria.</p> <p>No evidence.</p>
<b>Outcome</b>	<p>Course allows immediate implementation of materials covered.</p> <p>Course has strong potential to influence teachers' instructional practice.</p> <p>Course has strong potential to impact student learning and engagement reflecting our diverse student population (overall and/or by subgroup).</p>	<p>Course allows for future implementation of materials.</p> <p>Course has moderate potential to influence teachers' instructional practice.</p> <p>Course has moderate potential to impact student learning and engagement reflecting most of our diverse student population (overall and/or by subgroup).</p>	<p>Course does not allow implementation of materials in the near future.</p> <p>Course has potential to influence teachers' instructional practice.</p> <p>Course has potential to impact student learning and engagement reflecting a portion of our diverse student population (overall and/or by subgroup).</p>	<p>Does not meet the criteria.</p> <p>No evidence.</p>
<b>Content</b>	<p>Presenter provides a detailed course syllabus that goes beyond a complete outline of the main content and topics for each session.</p> <p>Course objectives strongly address the needs of a diverse group of students (overall and/or by subgroup)</p>	<p>Presenter provides a complete outline of the main content and topics for each session.</p> <p>Course objectives address the needs of a diverse group of students (overall and/or by subgroup).</p>	<p>Presenter provides a brief outline of main content/topics for each session.</p> <p>Course objectives somewhat address the needs of a diverse group of students (overall and/or by subgroup).</p>	<p>Does not meet the criteria.</p> <p>No evidence.</p>
<b>Other Considerations</b> (location, materials, equipment, additional support needed)	<p>Course is highly cost effective with regards to ratio of participants.</p>	<p>Course is cost effective with regards to ratio of participants.</p>	<p>Course is somewhat cost effective with regards to ratio of participants</p>	<p>Does not meet the criteria.</p> <p>No evidence.</p>



# Troy Community Consolidated School District 30-C



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## Board Credit

Certified Staff can earn credit for advancement on the salary schedule in the same way that y graduate course. The only difference is that Troy plans the professional development activity outside provider. This is a Troy 30-C specific program that will not transfer to other school dist

Board Credit Plan

### Steps to Complete a Board Credit Book Study

1. Pick a book from the Book Study Choices linked below. Have a book aligned to our district goals Approval will be granted with alignment to district-wide goals.
2. Complete and submit a Request Form to Daniela Fountain, DO
3. Apply online for board credit through the [HR department](#)
4. Once the book study has been approved, complete the Book Study Information Sheet
5. At each book study meeting, each member should complete a Book Study Conversation Guide
6. Complete your synthesis paper and share your learning with your colleagues
7. Turn in all completed documents to Daniela Fountain in the district office.

For further assistance in registering for a course, contact Daniela Fountain @ ext. 4723.

### Board Credit Book Study Courses

[Professional Book Study Overview](#)  
[Book Study Choices](#)  
[Professional Book Study Request Form](#)  
[HR Board Credit Application Directions](#)  
[Book Study Information Sheet](#)  
[Book Study Conversation Guide](#)  
[Synthesis and Presentation Requirements](#)





DOC #7

## Professional Book Study Requirements

### Goals:

- Support the reading of professional materials
- Apply new ideas to teaching and learning situations (theory into practice)
- Support district initiatives and the adopted curriculum

### Audience:

- Teachers at any grade level PreK-8

### Compensation:

- .5 hour of Board Credit

### Group Size:

- Four to six (in order to maintain a productive discussion, this limit will be strictly adhered to.)

### How to Establish a Book Study Group:

- Put together a group (4-6) of teachers you would like to work with that are interested in the same book
  - Your group must select a book from those listed on the DEA website.
- Your group must contact Daniela Fountain for approval
  - Include all participant names and the book requested.
- Once you receive approval, you can hold your organizational meeting.

### Process for Professional Book Study Groups:

*Your first (organizational) meeting will probably last less than an hour. At this meeting,*

- Establish a regular time, schedule, and meeting site
- Future meetings should last a minimum of 1 hour.
- Groups must meet a minimum of 4 times to discuss the literature (5 total meetings – organizational meeting, plus 4 meetings to discuss literature).
- Come to consensus on group norms such as: beginning and ending on time; coming prepared, being an active participant, respecting others' opinions, etc.
- Do a "walk-through" the book and establish a schedule for reading the book
- Submit the Book Study Group Information Sheet to Daniela Fountain at the DO.

*At subsequent meetings:*

- Come prepared with Part 1 of your Conversation Guide (found online) completed.
- Discuss the assigned section of the book, paying particular attention to making connections with your own work
- At the end of the session, complete Part 2 of the Conversation Guide

## **After Reading and Discussing the Book:**

*There are individual and group requirements to fulfill in order to earn board credit:*

- o Individuals should write a 1-2 page paper that synthesizes what was learned **and how this will impact your classroom instruction.**
- o Groups need to decide how and when they will disseminate this knowledge to the entire staff by working with their building administrators. Options may include:
  - o Presentation at faculty meeting
  - o Presentation at grade level, team or department meeting
  - o Power point that can be hosted on the district website
  - o Guidebook for other teachers to download
  - o Any other option that exposes the whole staff to the new knowledge gained from this experience.
- o When complete, every group member should individually submit the following documentation for approval:
  - o Conversation guides from every meeting
  - o 1-2 page synthesis paper
  - o Group Activity



*The Troy CCSD 30-C learning community will achieve excellence and will conquer the challenges of the future.*

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## **Request for Professional Book Study**

**Completion of the Book Study earns each participant .5 hour of Board Credit.**

School:

Title of Book:

Author(s):

Participants (4-6 members):

Rationale for book selection:

Request Submitted by:

Date:

Request Approved by: \_\_\_\_\_ Date: \_\_\_\_\_

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*The Troy CCSD 30-C learning community will achieve excellence and will conquer the challenges of the future.*

### *Book Study Group Information Sheet*

Group #:              Book Title:

Group Member	Grade	School

Mtg. Date	Mtg. Start/End	Mtg. Location	Assignment (Pages)	Discussion Leader

**Meeting Norms:**



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## *Book Study Conversation Guide*

Name:  Mtg. Date:  Group #:

Book Title:  Pages Assigned:

### **Part I: Before the Discussion...**

List your open ended questions / comments that you would like to ask the group? (Provide possible answers and be sure to discuss how this can impact teaching and learning in the Troy School District.

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## Part II: During / After the Discussion...

Group Members Present:

Group Members Not Present:

What new learning did you take away from this discussion? How will this impact student learning?

21





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### **After Reading and Discussing the Book**

*These are the individual and group requirements to fulfill in order to earn board credit.*

- *Individuals should write a 1-2 page paper that synthesizes what was learned and how this will impact your classroom instruction.*
- *Groups need to decide how they will disseminate this knowledge to the entire staff. Examples include:*
  - *Presentation at faculty meeting*
  - *Presentation at grade level, team or department meeting*
  - *Presentation that can be hosted on the district website*
  - *Guidebook for other teachers to download*
- *When the book study is complete, every group member should individually submit the following documentation for approval:*
  - *Meeting Norms Sheet*
  - *Conversation guides from every meeting*
  - *1-2 page synthesis paper*
  - *Group Activity*



## Professional Book Studies by Topic

### Assessment

- Critical Thinking and Formative Assessment
- Introduction to Student-Involved Classroom Assessment for Learning
- Science Formative Assessment

### Classroom Management

- Beyond Discipline: From Compliance to Community
- Classroom Management That Works: Research-Based Strategies for Every Teacher
- Setting Limits in the Classroom
- The Classroom of Choice

### Communication

- Choice Words
- Dealing with Difficult Parents
- Exemplary Classroom Questioning: Practices To Promote Thinking and Learning
- Inviting Students to Learn: 100 Tips For Talking Effectively With Your Students
- Power of Our Words: Teacher Language that Helps Children Learn
- Revisiting Professional Learning Communities at Work

### Educational Theory

- A Framework for Understanding Poverty
- Boys Adrift
- Raising the Bar and Closing the Gap: Whatever It Takes
- Results Now: How We Can Achieve Unprecedented Results in Teaching and Learning
- The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction
- Teenage Girls: Exploring Issues Adolescent Girls Face and Strategies to Help Them
- Teenage Guys: Exploring Issues Adolescent Guys face and Strategies to Help Them
- Understanding By Design
- What Great Teachers Do Differently
- Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn

### Instructional Practices (general)

- Classroom Instruction That Works
- Differentiating Instruction in the Regular Classroom
- Differentiation. From Planning to Practice Grades 6-12
- From Ideas to Words: Writing Strategies for English Language Learners
- Helping English Language Learners Succeed
- How To Co-Teach: A Guide for General and Special Educators
- Making the Most of Small Groups: Differentiation for All
- Never Work Harder Than Your Students and Other Principles of Great Teaching



## Troy School District 30-C – Professional Book Study Options

- Pyramid Response to Intervention

### Instructional Practices (general)

- Teach Like a Champion: 49 Techniques that Put Students on the Path to College K-12
- The Differentiated Classroom: Responding to the Needs of All Learners
- Teaching for Deep Comprehension
- Rigor is Not a Four-Letter Word

### Instructional Practices (specific to: English-language arts)

- 6 + 1 Traits of Writing: The Complete Guide Grades 3 and Up
- Classrooms that Work: They Can ALL Read and Write, preK-6
- Creating Writers Through 6-Trait Writing
- Do I Really Have to Teach Reading? grades 6-12
- Guiding Readers and Writers: Teaching Comprehension, Genre, and Content Literacy
  
- Guided Reading: Good First Teaching for All Children
- I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Reading
  
- Igniting a Passion for Reading
- Literature Circles: Voice and Choice in Book Clubs and Reading Groups
- Mini-Lessons for Literature Circles
- Mosaic of Thought
- One to One: The Art of Conferring with Young Writers
- Poetry Mentor Texts
  
- Strategies That Work
- Teaching for Comprehending and Fluency: Thinking, Talking, and Writing about Reading, K-8
- The Book Whisperer: Awakening the Inner Reader in Every Child
- The CAFÉ Book
- The Daily Five
- When Kids Can't Read, What Teachers Can Do
  
- Writing Workshop: The Essential Guide

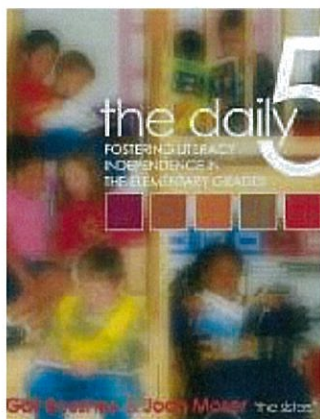
### Instructional Practices (specific to: math)

- Building Mathematical Comprehension
- Guided Math: A Framework for Mathematical Practices
- Math Exchanges
- Math Sense: The Look, Sound, and Feel of Effective Instruction
- Number Sense Routines: Building Numerical Literacy Every Day in grades K-3
- Number Talks: Helping Children Build Mental Math and Computation Strategies, Grades K-5
- Putting the Practices into Action



## Troy School District 30-C – Professional Book Study Options

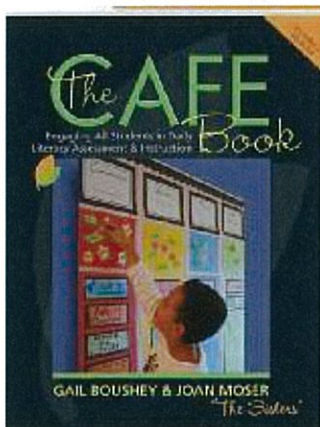
<b>Instructional Practices (specific to: physical education)</b> <ul style="list-style-type: none"> <li>Dynamic Physical education for Elementary School Children</li> </ul>
<b>Leadership</b> <ul style="list-style-type: none"> <li>Best Practices for Teacher Leadership</li> <li>Failure Is Not An Option</li> <li>How to Thrive as a Teacher Leader</li> </ul>
<b>Technology</b> <ul style="list-style-type: none"> <li>Teaching Digital Natives: Partnering for Real Learning</li> </ul>



**The Daily Five** Gail Boushey and Joan Moser  
(2006) 136 pgs.

Based on literacy learning and motivation research, they created a structure called The Daily Five which has been practiced and refined in their own classrooms for ten years, and shared with thousands of teachers throughout the United States. The Daily Five is a series of literacy tasks (reading to self, reading with someone, writing, word work, and listening to reading) which students complete daily while the teacher meets with small groups or confers with individuals.

This book not only explains the philosophy behind the structure, but shows you how to carefully and systematically train your students to participate in each of the five components.



**The CAFE Book: Engaging All Students in Daily Literary Assessment and Instruction**  
Gail Boushey and Joan Moser  
(2009) 216 pgs.

In *The CAFE Book*, Gail Boushey and Joan Moser present a practical, simple way to integrate assessment into daily reading and classroom discussion. The CAFE system, based on research into the habits of proficient readers, is an acronym for Comprehension, Accuracy, Fluency, and Expanding vocabulary. The system includes goal-setting with students in individual conferences, posting of goals on a whole-class board, developing small-group instruction based on clusters of students with similar goals, and targeting whole-class instruction based on emerging student needs. And it's a perfect complement to *The Daily Five*, "The Sisters" influential first book, which lays out a structure for keeping all students engaged in productive literacy work for every hour of every classroom day.

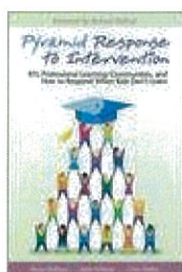
## Troy School District 30-C – Professional Book Study Options

### Dealing with Difficult Parents Todd Whitaker

(2001) 175 pgs.

This book helps teachers, principals, superintendents, and all educators develop a repertoire of tools and skills for comfortable and effective interaction with parents. It shows you how to deal with the parent who is bossy, volatile, argumentative, aggressive, or maybe the worst - apathetic. It provides specific phrases to use with parents to help you avoid using "trigger" words which unintentionally make matters worse. It will show you how to deliver bad news to good parents, how to build positive credibility to all types of parents, and how to foster the kind of parent involvement which leads to student success.

### Top of Page

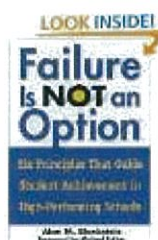


### Pyramid Response to Intervention: RtI, Professional Learning Communities, and How to Respond When Kids Don't Learn

Austin Buffum, Mike Mattos, and Chris Weber, Foreword by Richard DuFour

(2009) 248 pgs.

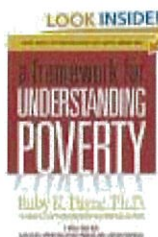
Accessible language and compelling K–12 stories illustrate how RTI is most effective when built on the Professional Learning Communities at Work™ model. Written by award-winning educators from successful PLC schools, this book demonstrates how to create three tiers of interventions—from basic to intensive—to address student learning gaps. Over a dozen reproducible activities will guide teams in evaluating their current system, building strong interventions, and creating a successful and compliant pyramid response to intervention



### Failure Is Not an Option Alan Blankenstein

(2007) 288 pgs.

Covering theory into practice, this state-of-the-art resource gives school leaders the tools they need to create and sustain effective professional learning communities. *"A deeply passionate call to arms, combined with the wherewithal to take systematic, continuous, and effective action. Both inspirational and highly practical, this book can serve as a handbook for both strategic planning and classroom-by-classroom reworking."* (School Planet, February 2008)



### A Framework for Understanding Poverty Ruby K. Payne

(2005) 199 pgs.

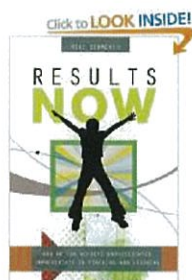
Fourth Revised Edition. People in poverty face challenges virtually unknown to those in middle class or wealth--challenges from both obvious and hidden sources. The reality of being poor brings out a survival mentality, and turns attention away from opportunities taken for granted by everyone else. If you work with people from poverty, some

Updated 05/11/2016



## Troy School District 30-C – Professional Book Study Options

understanding of how different their world is from yours will be invaluable. Whether you're an educator--or a social, health, or legal services professional--this breakthrough book gives you practical, real-world support and guidance to improve your effectiveness in working with people from all socioeconomic backgrounds. Since 1995 *A Framework for Understanding Poverty* has guided hundreds of thousands of educators and other professionals through the pitfalls and barriers faced by all classes, especially the poor. Carefully researched and packed with charts, tables, and questionnaires. Framework not only documents the facts of poverty, it provides practical yet compassionate strategies for addressing its impact on people's lives.



### **Results Now: How We Can Achieve Unprecedented Results in Teaching and Learning** Michael Schmoker

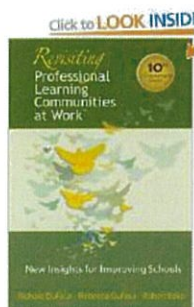
(2006) 196 pgs.

According to author Mike Schmoker, there is a yawning gap between the most well-known essential practices and the reality of most classrooms. This gap persists despite the hard, often heroic work done by many teachers and administrators.

Schmoker believes that teachers and administrators may know what the best practices are, but they aren't using them or reinforcing them consistently. He asserts that our schools are protected by a buffer—a protective barrier that prevents scrutiny of instruction by outsiders. The buffer exists within the school as well.

Schmoker suggests that we need to get beyond this buffer to confront the truth about what is happening in classrooms, and to allow teachers to learn from each other and to be supervised properly. He outlines a plan that focuses on the importance of consistent curriculum, authentic literacy education, and professional learning communities for teachers.

What will students get out of this new approach? Learning for life. Schmoker argues passionately that students become learners for life when they have more opportunities to engage in strategic reading, writing with explicit guidance, and argument and discussion.



### **Revisiting Professional Learning Communities at Work**

Richard DuFour, Rebecca DuFour, Robert Eaker

(2008) 544 pgs.

This 10th anniversary sequel to the authors' best-selling book *Professional Learning Communities at Work™: Best Practices for Enhancing Student Achievement* (DuFour & Eaker, 1998) is a merger of research and practice. It offers educators specific, practical recommendations for transforming their schools into PLCs so their students

learn at higher levels and their profession becomes more rewarding, satisfying, and fulfilling. The authors examine research, practices, and standards in education, as well as organizational development, change processes, leadership, and successful practices outside of education. They provide core information on the PLC concept, along with new insights gleaned from their work with leaders in education and in real schools and districts across North America. They encourage educators to undertake the challenging but rewarding process of building their collective capacity to create schools and districts that operate as high-performing PLCs. This volume features a detailed chapter on the rise and fall of school reform,



## Troy School District 30-C – Professional Book Study Options

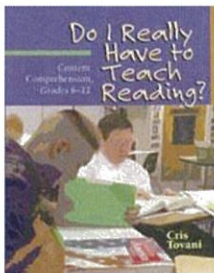
information on assessment, strategies for intervention and enrichment, and chapters on the roles of classroom teachers, the principal, the central office, and parents and the community in a PLC.



### **Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn**

Rebecca DuFour, Robert Eaker, Gayle Karhanek, Rick DuFour  
(2004) 282 pgs. Target Audience: PreK-12

The authors describe the systems of interventions created by a high school, a middle school, and two elementary schools. The authors also discuss the logistical barriers these schools faced and their strategies for overcoming them.

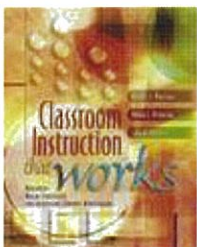


### **Do I Really Have to Teach Reading? Content Comprehension Grades 6-12**

Chris Tovani  
(2004) 144 pgs. Target Audience: 6-12

This is the question many teachers of adolescents are asking, wondering how they can possibly add a new element to an already overloaded curriculum. And most are finding that the answer is “yes.” If they want their students to learn complex new concepts in different disciplines, they often have to help their students become better readers.

Building on the experiences gained in her own language arts classroom as well as those of colleagues in different disciplines, Cris Tovani, author of *I Read It, but I Don't Get It*, takes on the challenge of helping students apply reading comprehension strategies in any subject. In *Do I Really Have to Teach Reading?*, Cris shows how teachers can expand on their content expertise to provide instruction students need to understand specific technical and narrative texts.



### **Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement**

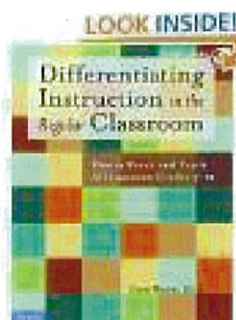
Robert J. Marzano, Debra Pickering, Jane E. Pollack  
(2001) 192 pgs. Target Audience: K-12 educators, administrators, and counselors

For any educator who hungers after real proof of which teaching strategies raise student achievement and by how much, this K–12 guide provides a banquet of research evidence, statistical data, and case studies. Distilling decades of information into a clear plan of action, the authors identify nine categories of instructional strategies that maximize student learning and explain the vital details you need to know about each. This brief book presents research on the best strategies for raising student achievement through classroom instruction. Readers will find a wealth of research evidence, statistical



## Troy School District 30-C – Professional Book Study Options

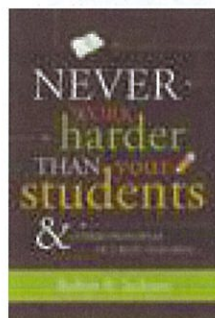
data, and case studies. Nine categories of instructional strategies—Identifying Similarities and Differences; Summarizing and Note Taking; Reinforcing Effort and Providing Recognition; Homework and Practice; Nonlinguistic Representations; Cooperative Learning; Setting Objectives and Providing Feedback; Generating and Testing Hypotheses; and Cues, Questions, and Advance Organizers—that maximize student learning are introduced, along with the pertinent information to understand and synthesize each.



### **Differentiating Instruction in the Regular Classroom**

Diane Heacox (2002) 176 pgs.

Some children learn easily, while others struggle. How can teachers make sure that every child has opportunities to develop his or her talents? The answer is differentiation: changing the pace, level, or kind of instruction in response to learners' needs, styles, and/or interests. In this timely, practical guide, Diane Heacox presents a menu of strategies for any teacher faced with a spectrum of student needs and styles.



### **Never Work Harder Than Your Students and Other Principles of Great Teaching**

Robyn Jackson  
(2009) 250 pgs.

If it ever feels like teaching is just too much hard work, here's a guide that helps you develop a more fluid and automatic way to respond to students and deliver great teaching experiences every time. Using a short set of basic principles and classroom examples that promote reflection, Robyn R. Jackson explains how to develop a master

teacher mindset that ensures you:

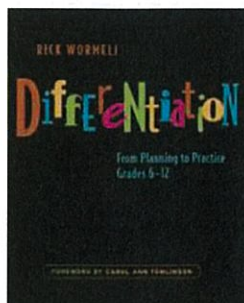
- Always know the right questions that lead students to deeper thinking, increased motivation, and more ownership of learning.
- Anticipate which areas of a lesson might give students trouble and correct misconceptions before they cause learning problems.
- Use effective feedback to show students what they still need to do to reach an objective.
- Organize your teaching knowledge into meaningful patterns that become the basis for your core teaching approach.

Find out where you are on your own journey to becoming a master teacher, which steps you need to take to apply the principles of great teaching to your own practice, and how to advance to the next stage of your professional development. Lots of classroom tips, problem-solving advice, and tools to help you begin practicing the book's principles in your classroom right away.



## Troy School District 30-C – Professional Book Study Options

### **Differentiation. From Planning to Practice Grades 6-12**

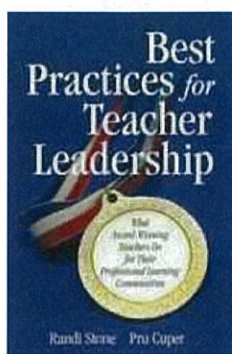


Rick Wormeli (2007) 192 pgs.

In this refreshing addition to differentiated learning literature, Rick Wormeli takes readers step-by-step from the blank page to a fully crafted differentiation lesson. Along the way he shows middle and high school teachers and behind-the-scenes planning that goes into effective lesson design for diverse classrooms.

Rick demonstrates how to weave common and novel differentiation strategies into all subjects and offers clear advice about what to do when things don't go as expected. Based on nearly thirty years of experience as a teacher and instructional coach, Rick's thoughtful and imaginative classroom accommodations will help teachers succeed with advanced students, struggling students, English language learners, and students across the multiple intelligences spectrum.

A thorough and practice guide, *Differentiation: From Planning to Practice* also provides an overview of the cognitive science behind differentiation as well as a more than two-dozen tools that make differentiation doable in the classroom. This is an essential resource for all reflective teachers.

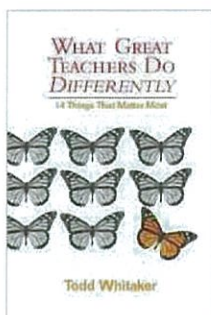


### **Best Practices for Teacher Leadership**

Randi Stone and Prudence H. Cuper  
(2006) 192 pgs.

"Will live up to its title and become a favored reference for any teacher, whether in a primary or public, rural or urban, or preschool through high school setting."

Best Practices for Teacher Leadership chronicles the many and varied ways in which award-winning teachers create professional learning communities through collaborations with colleagues, mentees, faculty groups, learners, families, and neighborhoods. Join them as they share their best ideas for achieving excellence in education through staff development, hands-on learning, new technologies, mentoring, parent involvement, and more.



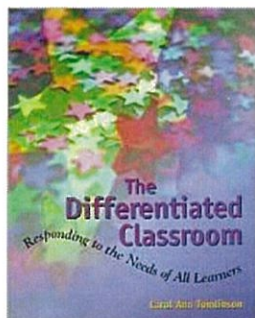
### **What Great Teachers Do Differently** Todd Whitaker (2004) 130 pgs.

This book describes the beliefs, behaviors, attitudes, and interactions that form the fabric of life in our best classrooms and schools. It focuses on the specific things that great teachers do ... that others do not. This book focuses on the specific things that great teachers do that others do not. It answers these essential questions:

- Is it high expectations for students that matter?
- How do great teachers respond when students misbehave?
- Do great teachers filter differently than their peers?
- How do the best teachers approach standardized testing?



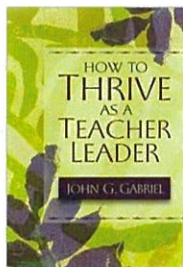
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**The Differentiated Classroom: Responding to the Needs of All Learners** Carol Ann Tomlinson

(1999) 144 pgs.

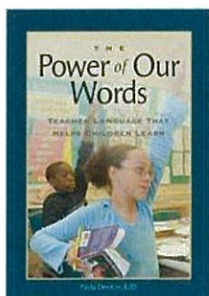
Drawing on nearly three decades of experience, Carol Ann Tomlinson describes a way of thinking about teaching and learning that will change all aspects of how you approach students and your classroom. She looks to the latest research on learning, education, and change for the theoretical basis of differentiated instruction and why it's so important to today's children. She offers much more than theory, filling the pages with real-life examples of teachers and students using and benefiting from differentiated instruction.



**How to Thrive as a Teacher Leader** John G. Gabriel

(2005) 220 pgs.

Drawing on his experience as a high school department chair, Gabriel suggests practical strategies for positively influencing school culture, building and maintaining a successful teaching team, strengthening communications skills, equipping other potential teacher leaders, and improving student achievement. The appendix provides sample letters, memos, surveys, meeting agendas, and worksheets.



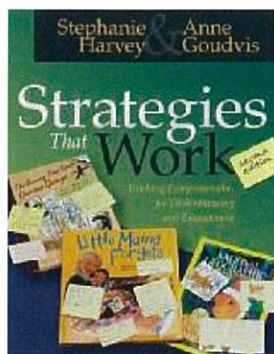
**The Power of Our Words: Teacher Language that Helps Children Learn** Paula Denton

(2007) 180 pgs.

This book, by an author with more than twenty years of experience teaching children and educators, will help you recognize the influence your words have on the children you teach. It will show you how to use language more skillfully, building a classroom where students feel safe, respected, appreciated, and excited about learning.

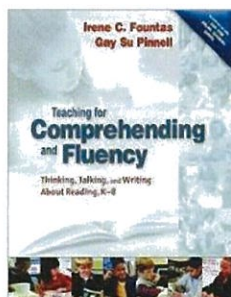
Full of practical tips, real life anecdotes, and concrete examples, this warm and thought-provoking guide includes specific suggestions about language to adopt and language to avoid.

The sensible approach this book advocates is backed by research and proven through decades of successful practice in elementary classrooms nationwide. It offers ideas beginners can try immediately and a wealth of guidance and support for those farther along in the process of changing their language.



**Strategies That Work 2<sup>nd</sup> ed.** Stephanie Harvey & Anne Goudvis  
(2007) 344 pgs. Target Audience: K-12

This is the companion book to Mosaic of Thought. This work gives teachers the “how to” for teaching the strategies that help students become active thinkers as they read. It includes strategy lessons, ways to use short text in the guided reading setting, ways to help children use reading strategies in the content areas, and appendices listing resources that support strategy instruction.



## **Teaching for Comprehending and Fluency: Thinking, Talking, and Writing about Reading, K-8**

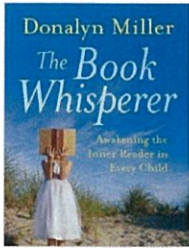
Irene C. Fountas & Gay Su Pinnell  
(2006) 608 pgs.

Offering a complete picture of how to skillfully teach meaning making and fluency within any instructional context, Teaching for Comprehending and Fluency, K - 8, supports you with frameworks for high-quality instruction that describe appropriate expectations for comprehending, fluency, and vocabulary development.

Fountas and Pinnell's teaching and assessment frames will give you a firm understanding of your students' reading levels: where they are, where they should be, and what they need to do to get there - for any reader, in any grade, at any moment. You'll also gain insight about the specific demands that fiction and nonfiction texts place on readers and about how effective readers think within a text, beyond a text, and about a text to gain rich understandings. As you learn about how the characteristics of texts help or hinder a reader's improvement, you'll find effective teaching strategies for: comprehending, word solving, fluency, and vocabulary writing about reading in a variety of genres and using writing as a tool for thinking using guided reading with fiction and nonfiction books discussing books during interactive read-aloud and literature study taking part in shared and performance reading.

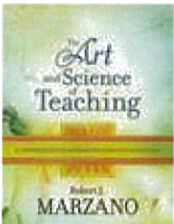


## Troy School District 30-C – Professional Book Study Options



### **The Book Whisperer: Awakening the Inner Reader in Every Child** Donalyn Miller (2009) 240 pgs.

Donalyn Miller says she has yet to meet a child she couldn't turn into a reader. No matter how far behind Miller's students might be when they reach her 6th grade classroom, they end up reading an average of 40 to 50 books a year. Miller's unconventional approach dispenses with drills and worksheets that make reading a chore. Instead, she helps students navigate the world of literature and gives them time to read books they pick out themselves. Her love of books and teaching is both infectious and inspiring. The book includes a dynamite list of recommended "kid lit" that helps parents and teachers find the books that students really like to read.

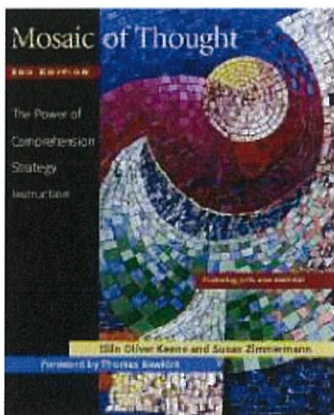


### **The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction** Robert J. Marzano (2007) 221 pgs.

Though classroom instructional strategies should clearly be based on sound science and research, knowing when to use them and with whom is more of an art. In *The Art and Science of Teaching: A Comprehensive Framework for Effective Instruction*, author Robert J. Marzano presents a model for ensuring quality teaching that balances the necessity of research-based data with the equally vital need to understand the strengths and weaknesses of individual students. He articulates his framework in the form of 10 questions that represent a logical planning sequence for successful instructional design:

For classroom lessons to be truly effective, educators must examine every component of the teaching process with equal resolve. Filled with charts, rubrics, and organizers, this methodical, user-friendly guide will help teachers examine and develop their knowledge and skills, so they can achieve that dynamic fusion of art and science that results in exceptional teaching and outstanding student achievement.

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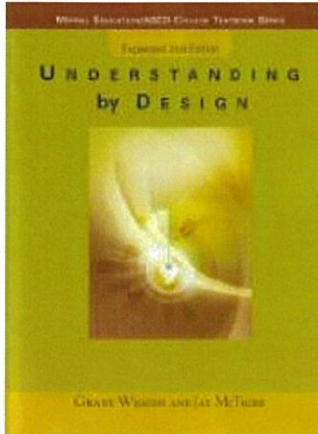


### **Mosaic of Thought 3<sup>rd</sup> ed.** Ellin Keene & Susan Zimmermann (2007) 312 pgs. Target Audience: K-12

The authors look at the thought processes of proficient readers. The book helps teachers understand how readers of all ages work to build comprehension strategies. Keene and Zimmermann show how thinking comes together for children when strategies are taught in dept. "As the students connect their reading to their background knowledge, create sensory images, ask questions, draw inferences, determine what's important, synthesize ideas, and solve problems, they are able to construct a rich mosaic of meaning."

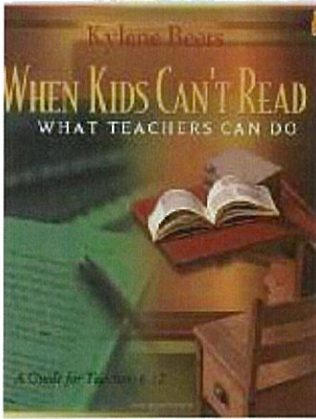


## Troy School District 30-C – Professional Book Study Options



**Understanding By Design 2<sup>nd</sup> ed.** Grant Wiggins & Jay McTighe  
(2005) 384 pgs. Target Audience PreK-12

What is understanding and how does it differ from knowing? What do we want students to understand and be able to do? How can we design our courses and units to emphasize understanding and “uncoverage” rather than “coverage”? This book explores these questions and suggests practical solutions for teachers, providing a powerful, practical framework for designing curriculum, assessment and instruction. It will help educators enhance their “understanding of understanding” so that the curriculum and assessments they design will truly focus on enhancing the understanding and learning of their students.



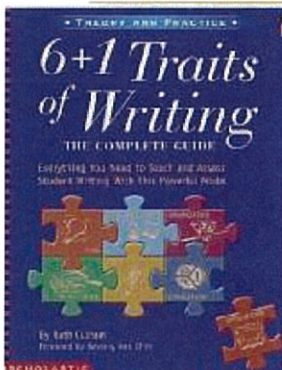
### When Kids Can't Read, What Teachers Can Do

Kylene Beers  
(2002) 400 pgs. Target Audience: 6-12

When Kids Can't Read, What Teachers Can Do is a comprehensive handbook filled with practical strategies that teachers of all subjects can use to make reading skills transparent and accessible to adolescents. Blending theory with practice throughout, Kylene Beers moves teachers from assessment to instruction from describing dependent reading behaviors to suggesting ways to help students with vocabulary, fluency, comprehension, word recognition, response to text, and so much more. But it's not just the strategies that make

this book so valuable. It's the invitations to step inside a classroom and eavesdrop on teacher/student interactions. It's the student profiles, the if/then charts, the extensive booklists and, of course, the experiences of a brilliant reading teacher.

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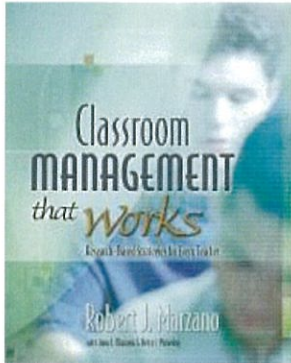
### 6 + 1 Traits of Writing: The Complete Guide Grades 3 and Up

Ruth Culham  
(2003) 304 pgs. Target Audience: Grades 3-12

Look at good writing in any genre, and you'll find clear evidence of these traits. This book contains all the tools you need to assess student writing for the traits and plan instruction. You'll find detailed definitions of each trait, scoring guides, sample student papers with running commentary, and focus lessons and activities.

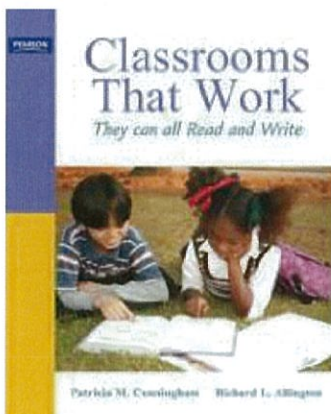
Updated 05/11/2016

## Classroom Management That Works: Research-Based Strategies for Every Teacher



Robert J. Marzano, Debra Pickering, Jane E. Pollack  
(2003) 143 pgs. Target Audience: Elementary school educators, administrators, and academic advisors and counselors.

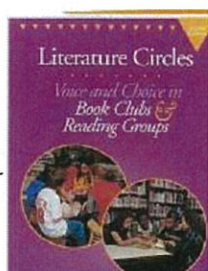
How does classroom management affect student achievement? What techniques do teachers find most effective? How important are school wide policies and practices in setting the tone for individual classroom management? In this follow-up to What Works in Schools, Robert J. Marzano analyzes research from more than 100 studies on classroom management to discover the answers to these questions and more. He then applies these findings to a series of "Action Steps"



**Classrooms that Work: They Can ALL Read and Write 5<sup>th</sup> ed.** Patricia M. Cunningham & Richard L. Allington  
(2010) 288 pgs. Target Audience: PreK-6, and Administration

Emphasizes a core set of ideas across a variety of timely topics, providing a comprehensive, balanced treatment of instructional reading methods for struggling and culturally diverse students. Best-selling authors Pat Cunningham's and Dick Allington's clear and friendly writing style emphasizes the importance of promoting the integration of phonics and literature-based process writing and reading instruction to enhance ALL students' learning and reading skills. The book clarifies concepts, defines key terms, and offers just the right balance of research and practical coverage to make the content complete without being overwhelming.

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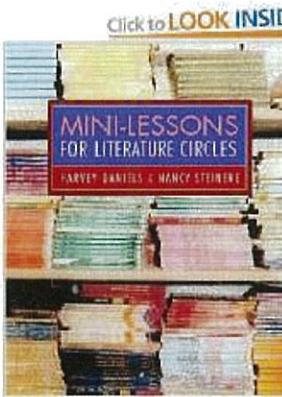
**Literature Circles: Voice and Choice in Book Clubs and Reading Groups** Harvey Daniels



## Troy School District 30-C – Professional Book Study Options

(2002) 272 pgs. Target Audience: Elementary, Middle, High School

Drawing on ten years of classroom experiments and innovative models from teachers nationwide, the second edition offers abundant new strategies, structures, tools, and stories that show how to launch and guide literature circles effectively.



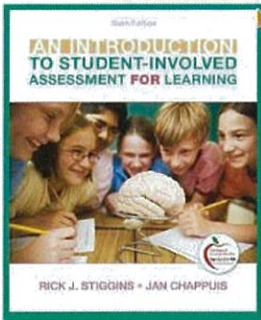
### Mini-Lessons for Literature Circles

Harvey Daniels & Nancy Steineke

(2004) 304 pgs. Target Audience: Elementary, Middle, High School

Daniels and Steineke team up to focus on one crucial element of the Literature Circle model; the short, teacher-directed lessons that begin, guide and follow-up every successful book club meeting. Mini-lessons are the secret to book clubs that click. Each of these forty-five short, focused, and practical lessons includes Nancy and Harvey's actual classroom language and is formatted to help busy teachers with point-by-point answers to the questions they most frequently ask.

Each mini-lesson spells out everything from the time and materials needed to word-by-word instructions for students. The authors even warn "what could go wrong," helping teachers to avoid predictable management problems. With abundant student examples, reproducible forms, photographs of kids in action, and recommended reading lists, Mini-lessons for Literature Circles helps you deepen student book discussions, create lifelong readers, and build a respectful classroom community.



### Introduction to Student-Involved Classroom Assessment for Learning 6<sup>th</sup> ed. Richard J. Stiggins

(2011) 360 pgs. Target Audience: All

The book has an exceptionally strong focus on integrating assessment with instruction through student involvement in the assessment process; it is clearly the most non-technical and hands on practical orientation to assessment validity and reliability yet developed. It offers five easy-to-understand keys to effective

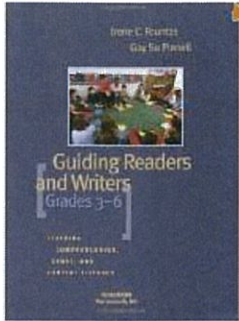
classroom assessment practice that any teacher can learn to apply. The presentation covers the full range of classroom assessment methods, when and how to use them and how to communicate results in ways that support learning. Examples and models are offered across grade levels and schools subjects to assist candidates in learning these things.

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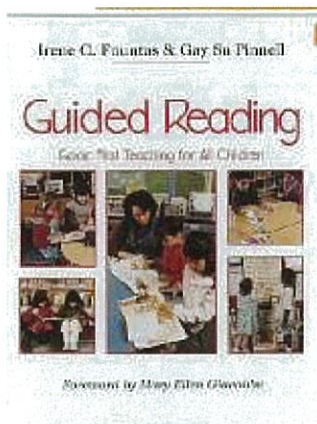


### **Guiding Readers and Writers: Teaching Comprehension, Genre, and Content Literacy**

Irene C. Fountas & Gay Su Pinnell

(2001) 672 pgs. Target Audience: Grades 3-6

Authors explore all the essential components of a quality upper elementary literacy program. This book includes: special help for struggling readers and writers, breakthrough to literacy, independent reading, guided reading, literature study, teaching for comprehension and word analysis, the reading and writing connection, and 1,000 leveled books.

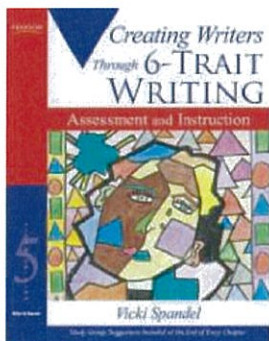


### **Guided Reading: Good First Teaching for All Children**

Irene C. Fountas & Gay Su Pinnell

(1996) 424 pgs. Target Audience: Primary

This book helps teachers organize their classroom for guided reading groups. It has wonderful ideas to implement learning centers and management of those centers while teaching guided reading groups.



### **Creating Writers through 6-Trait Writing 5<sup>th</sup> ed.**

Vicki Spandel

(2008) 432 pgs. Target Audience: Elementary, Middle, High School

Written by the pioneer of 6-trait writing, this Fourth Edition brings everything up to date, offering a comprehensive overview of the best education strategies and philosophies from the worlds of writing assessment and instruction. It provides clear guidelines on helping students draft, assess, and revise their writing, as well as explicit criteria to show students precisely what they must do to succeed as writers in virtually any situation. Widely used at the state level, school districts are incorporating the 6 traits into their state standards or assessments. This is the only book on the market that effectively helps teachers of writing prepare their students for success on state tests.

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### **I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readings**

Cris Tovani

(2000) 152 pgs.

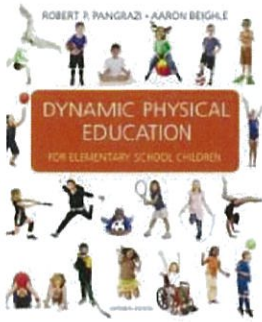
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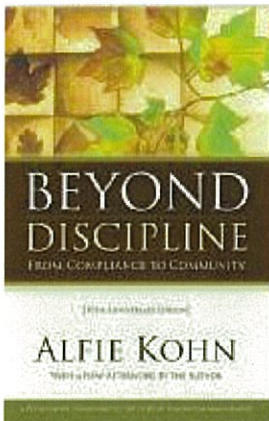
A practical, engaging account of how teachers can help adolescents develop new reading comprehension skills. Tovani writes with verve and humor about the challenges of working with students at all levels of achievement—from those who have mastered the art of "fake reading" to college-bound juniors and seniors who struggle with the different demands of content-area textbooks and novels. Enter Cris' classroom, a place where students are continually learning new strategies for tackling difficult text. You will be taken step-by-step through practical, theory-based reading instruction that can be adapted for use in any subject area.



### **Dynamic Physical Education for Elementary School Children 16<sup>th</sup> ed.** Robert Pangrazi

(2009) 768 pgs.

Tested and proven by thousands of readers, Pangrazi's best-selling book "Dynamic Physical Education for Elementary School Children" P has been updated to guide prospective teachers through the best step-by-step techniques for teaching physical education while navigating through today's challenging educational terrain. Well-known educator Robert PGS. Pangrazi dispels the anxieties many new teachers face by providing the most comprehensive resource for teaching PGS.E. to elementary school children. **KEY TOPICS**" This market-leading book covers everything from games and activities suitable for every developmental level to teaching strategies and guidelines for every classroom situation. For college instructors, students, or anyone interested teaching physical education.



### **Beyond Discipline: From Compliance to Community**

Alfie Kohn (2006) 191 pgs.

We believe that this book will help each of us individually meet and increase our potential in the classroom because discipline issues affect every type of curriculum and learning environment. We can use this text to create an open and honest communication to discuss personal strengths and difficulties and to support one another's work in the classroom. We can create more teacher resources, "tricks of the trade" to better our classroom management and learning environments.

### **Helping English Language Learners Succeed**

Carmen Zuniga Dunlap & Evelyn Marino Weisman

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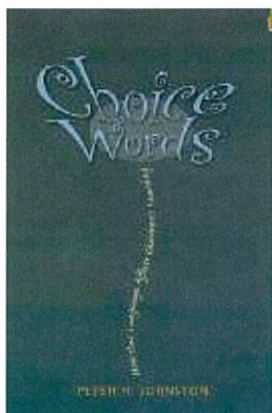


## Troy School District 30-C – Professional Book Study Options

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(2007) 172 pgs.

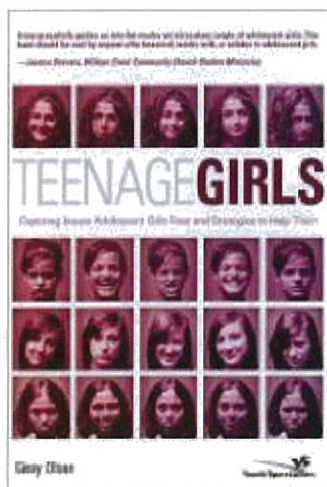
This resource provides up-to-date, research-based theory and practical applications to help teachers effectively develop ways to teach English language learners through a deeper understanding of these students' needs. Featuring best practices based on solid research and proven methodology, this indispensable resource is packed with background information, underlying principles, and ideas.



### **Choice Words** Peter Johnston

(2004) 120 pgs.

*Choice Words* shows how teachers accomplish this using their most powerful teaching tool: language. Throughout, Peter Johnston provides examples of apparently ordinary words, phrases, and uses of language that are pivotal in the orchestration of the classroom. Grounded in a study by accomplished literacy teachers, the book demonstrates how the things we say (and don't say) have surprising consequences for what children learn and for whom they become as literate people. Through language, children learn how to become strategic thinkers, not merely learning the literacy strategies.

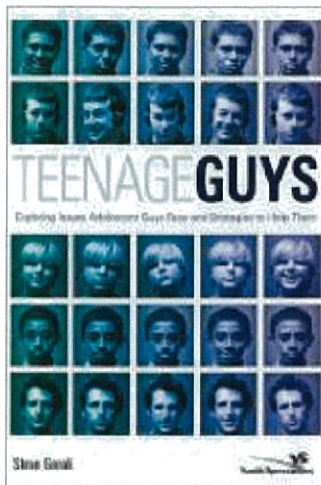


### **Teenage Girls: Exploring Issues Adolescent Girls Face and Strategies to Help Them** Ginny Olson

(2006) 240 pgs.

Eating Disorders, depression, gender confusion—these sound like problems for other people, but the reality is your students are dealing with them every day. The issues that girls face are growing in complexity and number. Written with the end user in mind, this resource will be one that won't leave a youth worker's hands.



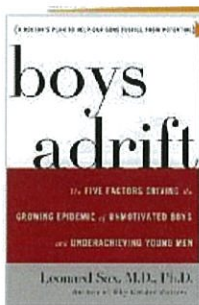


## Teenage Guys: Exploring Issues Adolescent Guys Face and Strategies to Help Them

Steven Gerali

(2006) 320 pgs.

An extensive guide on the struggles, concerns, and characteristics surrounding male adolescents on their journeys to becoming men....Gerali consistently gives practical advice and suggestions on how to more effectively minister to adolescent guys. The beauty of this book is in the way Gerali's longtime involvement in youth ministry infects every element of the book....This book is an invaluable tool and should find its way onto the bookshelf of anyone involved in ministry to adolescents.



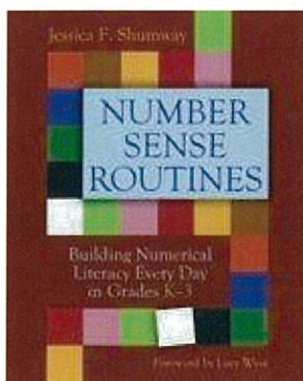
## Boys Adrift

Leonard Sax, M.D., Ph.D.

(2009) 288 pgs.

Something scary is happening to boys today. From kindergarten to college, American boys are, on average, less resilient and less ambitious than they were a mere twenty years ago. The gender gap in college attendance and graduation rates has widened dramatically. While Emily is working hard at school and getting A's, her brother Justin, is goofing off. He's more concerned about getting to the next level in his

videogame than about finishing his homework. Now, Dr. Leonard Sax delves into the scientific literature and draws on more than twenty years of clinical experience to explain why boys and young men are failing in school and disengaged at home. He shows how social, cultural, and biological factors have created an environment that is literally toxic to boys. He also presents practical solutions, sharing strategies which educators have found effective in re-engaging these boys at school, as well as handy tips for parents about everything from homework, to videogames, to medication.



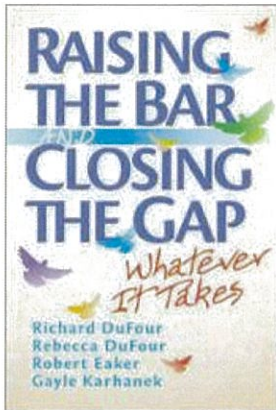
## Number Sense Routines: Building Numerical Literacy Every Day in Grades K-3

Jessica Shumway

(2011) 178 pgs.

You know how critical number sense is to students' success in mathematics. Now you can develop your students' intuitive understanding of numbers through the daily use of these 5-, 10- and 15-minute exercises at the beginning of math class. Dozens of classroom examples illustrate how the routines work and how children who use them internalize and deepen their facility with numbers.

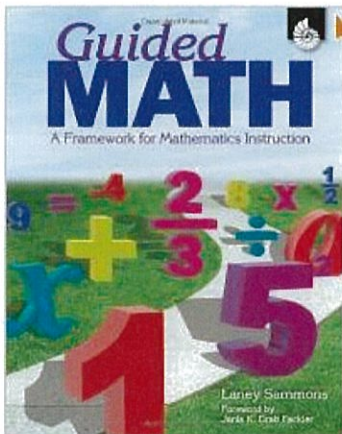




## **Raising the Bar and Closing the Gap: Whatever It Takes**

Richard DuFour, Rebecca DuFour, Robert Eaker, Gayle Karhanek  
(2009) 256 pgs. Target Audience: PreK-12

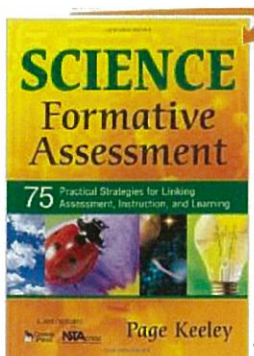
This expansion of the best-selling *Whatever It Takes: How Professional Learning Communities Respond When Kids Don't Learn* expands on original ideas and presses further with new insights on the pyramid of interventions strategy. The authors examine schools and districts across North America that have successfully gone from traditional cultures to PLCs. Case studies of schools and students just like yours provide powerful evidence of the effectiveness of PLC intervention strategies.



## **Guided Math: A Framework for Mathematical**

**Practices** Laney Sammons & Janis K. Drab Fackler  
(2009) 264 pgs.

Use a practical approach to teaching mathematics that integrates proven literacy strategies for effective instruction. This professional resource will help to maximize the impact of instruction through the use of whole-class instruction, small-group instruction, and Math Workshops. Incorporate ideas for using ongoing assessment to guide your instruction and increase student learning, and use hands-on, problem-solving experiences with small groups to encourage mathematical communication and discussion.



**Science Formative Assessment** Page Keeley  
(2008) 248 pgs.

Formative assessment allows educators to discover the varied ideas that students bring to the classroom, determine students' understanding of key concepts, and design learning opportunities that will deepen students' mastery of content and standards. A nationally known expert in Science education, Page Keeley provides a

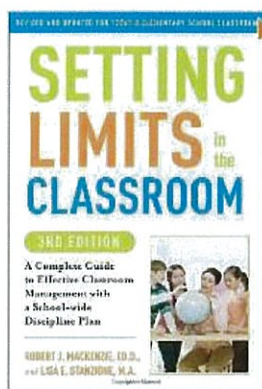


## Troy School District 30-C – Professional Book Study Options

rich repertoire of purposeful methods that weave assessment into the process of instruction and learning.

The author shares 75 specific assessment techniques to help teachers in Grades K-12 provide effective Science instruction. These flexible assessments can be used with any science curriculum, and the author includes

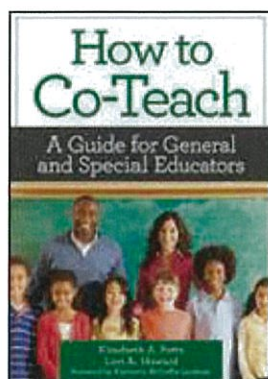
- a description of how each technique promotes student learning
- considerations for design and implementation
- modifications for various instructional needs
- caveats for using each technique
- ways the technique can be used in other content areas



### Setting Limits in the Classroom 3<sup>rd</sup> Edition

Robert J. Mackenzie & Lisa Stanzione  
(2010) 319 pgs.

Disruptive behavior, power struggles, lack of motivation, attention deficit disorder—at times the list of obstacles to teaching seems endless. That's why thousands of teachers and child-care providers have turned to the solutions in *Setting Limits in the Classroom*. This fully updated and expanded third edition offers the most up-to-date alternatives to punishment and permissiveness—moving beyond traditional methods that wear you down and get you nowhere.



### How to Co-Teach: A Guide for General and Special Educators

Elizabeth A. Potts, Ph.D., & Lori A. Howard, Ph.D.,  
(2011) 224 pgs.

What does good co-teaching look like in an inclusive classroom, and how can a general and special educator build a strong, respectful, and productive partnership? Find out in this introductory how-to guide, ideal for helping current and future co-teachers minimize conflict, maximize teamwork, and ensure the best outcomes for all students in Grades K–12. Perfect for use in professional development and university courses, *How to Co-Teach* directly addresses the five principles of developing an effective teaching partnership: respecting perspectives, practicing communication, focusing on classroom teaching, building student success, and improving and reflecting on relationships.

### The Classroom of Choice: Giving Students What They Need and Getting What You Want

Jonathan C. Erwin  
(2004) 229 pgs.

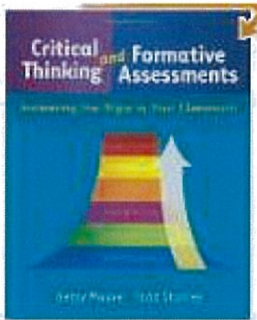


## Troy School District 30-C – Professional Book Study Options

Teachers everywhere face the daily challenge of engaging students whose knowledge, skills, needs, and temperaments vary greatly. How does a teacher establish a learning environment that supports the class as a whole while meeting the particular needs of individual students?

Teacher Jonathan C. Erwin believes the answer lies in offering real opportunities to students rather than throwing up the obstacles inherent to traditional discipline and motivation techniques. At the heart of his approach are the five basic human needs of William Glasser's Choice Theory: survival and security, love and belonging, power through cooperation and competency, freedom, and fun. By understanding and attending to these needs, teachers can customize and manage a classroom environment where students learn to motivate and monitor *themselves*.

### Critical Thinking and Formative Assessments: Increasing the Rigor in

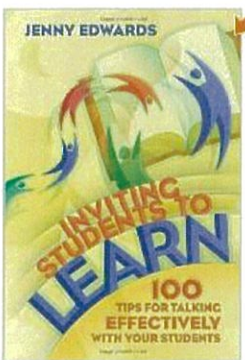


#### **Your Classroom** Betsy Moore & Todd Stanley

(2009) 192 pgs.

Develop your students' critical thinking skills and prepare them to perform competitively in the classroom, on state tests, and beyond. In this book, Moore and Stanley show you how to effectively instruct your students to think on higher levels, and how to assess their progress. As states move toward common achievement standards, teachers have been called upon to provide higher levels of rigor in their classrooms. Moore and Stanley demonstrate critical thinking as a key approach to accomplishing this goal. They explore the benefits of critical thinking

and provide the tools you need to develop and monitor critical thinking skills in the classroom. Topics include: The Difference Between Higher-Level and Lower-Level Thinking Writing Higher-Level Thinking Questions Assessing Critical Thinking Strategies to Develop Higher-Level Thinking Skills



#### **Inviting Students to Learn: 100 Tips for Talking with your Students** Jenny Edwards

(2010) 169 pgs.

We can all remember how great we felt when our favorite teacher praised us for a job well done or a good instructor encouraged us during a tough assignment. We were eager to go the extra mile for these teachers because we knew they believed in us and supported our success. In *Inviting Students to Learn*, Jenny Edwards shows us how to re-create that same enthusiasm with our own students by choosing our words carefully and creating learning environments that motivate students to be eager to learn and ready to succeed.

Edwards provides 100 practical tips for making subtle yet powerful changes in our conversations with students from how we ask students to do something as simple as turning in their homework on time to how we inspire them to set big goals for the entire school year.

### **Exemplary Classroom Questioning** Marie Pagliaro

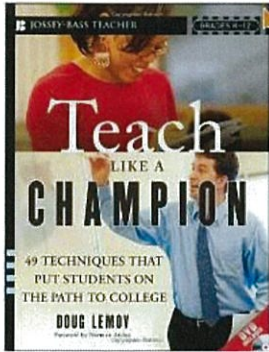
(2011) 172 pgs.



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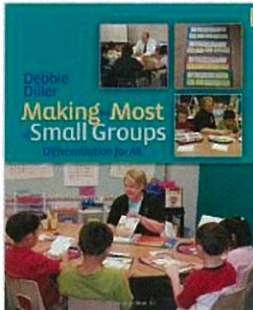
Exemplary Classroom Questioning describes how to organize a classroom environment that supports questioning. Marie Menna Pagliaro presents a research-based analytic approach to effective teacher practices when delivering questions and responding to students' answers and emphasizes how to teach students to think critically and become involved in constructing their own questions. This book provides numerous questioning examples and a coaching rubric that allows readers to assess present questioning skill mastery and improve performance.



**Teach Like a Champion** Doug Lemoy  
(2010) 352 pgs.

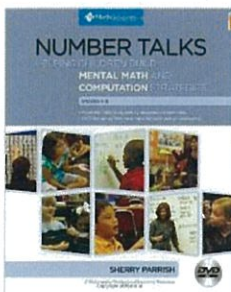
*Teach Like a Champion* offers effective teaching techniques to help teachers, especially those in their first few years, become champions in the classroom. These powerful techniques are concrete, specific, and are easy to put into action the very next day. Training activities at the end of each chapter help the reader further their understanding through reflection and application of the ideas to their own practice.

## Making the Most of Small Groups: Differentiation for All



Debbie Diller  
(2007) 232 pgs.

In her previous books, *Literacy Work Stations* and *Practice with Purpose*, Debbie Diller showed teachers how to productively occupy the “rest of the class” while meeting with small groups. Now Debbie turns her attention to the groups themselves and the teacher's role in small-group instruction. *Making the Most of Small Groups* grapples with difficult questions regarding small-group instruction in elementary classrooms such as: How do I find the time? How can I be more organized?

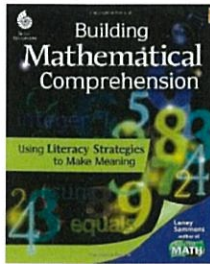


**Number Talks: Helping Children Build Mental Math and Computation Strategies, K-5** Sherry Parrish  
(2010) 432 pgs.

Number Talks includes an abundance of reference tables to help you quickly and easily locate strategies, number talks, and video clips. While the book may be used as an independent resource, it is also structured to provide a framework for collaborative learning groups or to provide professional development opportunities through grade-level teams, individual schools, or districts.







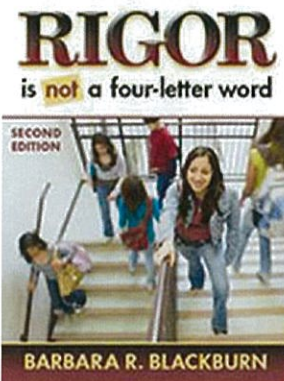
**Building Mathematical Comprehension** Laney Sammons  
(2011) 176 pgs.

Written by Laney Sammons, author of *Guided Math*, *Building Mathematical Comprehension* provides a solid foundation for incorporating familiar reading comprehension strategies and relevant research in mathematics instruction to help build students' mathematical comprehension. This stand-alone book demonstrates how to facilitate student learning to build schema and make connections among concepts. Teachers will learn how to help students ask good questions, visualize mathematics, and synthesize their understanding of mathematical concepts. This exceptional resource also provides clear strategies to help teachers integrate children's literature effectively and develop students' ability to comprehend mathematical vocabulary.



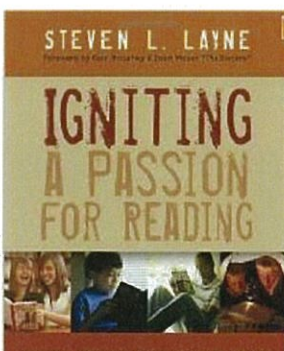
**Teaching Digital Natives: Partnering for Real Learning**  
Marc Prensky  
(2010) 224 pgs.

Prensky presents a model for 21st-century teaching and learning, in which students become learners and creators of knowledge through technology while teachers guide and assess student learning.



**Rigor is Not a Four-Letter Word 2<sup>nd</sup> Edition**  
Barbara R. Blackburn  
(2013) 208 pgs.

Learn how to increase rigor so that all students can reach higher levels of learning! With this new edition of a teacher-tested best seller, you get practical ideas for increasing text complexity, providing scaffolding during reading instruction, creating open-ended projects, and much more. The enhanced second edition provides important connections to the Common Core State Standards, plus new sections on problem-based learning, implementation of high standards, and working with special-needs students. (Appropriate for K-12)



**Igniting a Passion for Reading**  
Steven L. Layne  
(2009) 184 pgs.



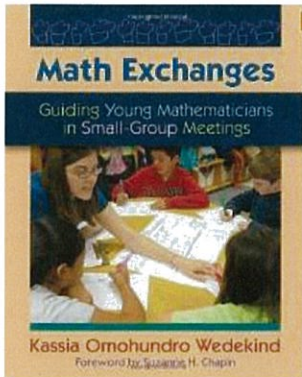
## Troy School District 30-C – Professional Book Study Options



Steve Layne shows teachers how to develop readers who are not only motivated to read great books, but also love reading in its own right. Packed with practical ways to engage and inspire readers from kindergarten through high school, this book is a “must-have” on every teacher’s professional book shelf.

Steve, aka Dr. Read, offers teachers everywhere a plan for engaging even the most reluctant reader. From read-alouds to creating reading lounges to author visits and so much more, this book will help schools create a vibrant reading culture. Written with humor, grace, and poignancy.

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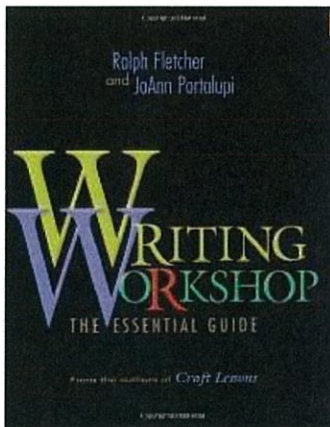


### Math Exchanges

Kassia Omohundro Wedekind  
(2011) 195 pgs.

This book is the follow up to Number Sense Routines. Traditionally, small-group math instruction has been used as a format for reaching children who struggle to understand. Math coach Wedekind uses small-group instruction as the centerpiece of her math workshop approach, engaging all students in rigorous "math exchanges." The key characteristics of these mathematical conversations are that they are: 1) short, focused sessions that

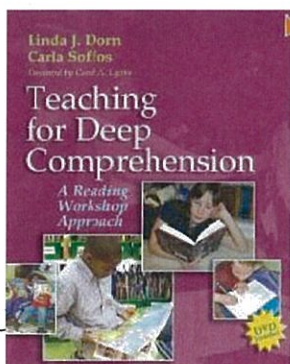
bring all mathematical minds together, 2) responsive to the needs of the specific group of mathematicians, and 3) designed for meaningful, guided reflection.



### Writing Workshop: The Essential Guide

Ralph Fletcher and JoAnn Portalupi  
(2001) 176 pgs.

*Writing Workshop* is a practical book, providing everything a teacher needs to get the writing workshop up and running. In clear language, Fletcher and Portalupi explain the simple principles that underlie the writing workshop and explore the major components that make it work. Each chapter addresses an essential element, then suggests five or six specific things a teacher can do to implement the idea under discussion.



### Teaching for Deep Comprehension

Linda J. Dorn and Carla Soffos  
(2005) 175 pgs.

Linda Dorn and Carla Soffos describe the process of comprehension as a reflection of the mind—a window into the reader's thoughts. In *Teaching for*

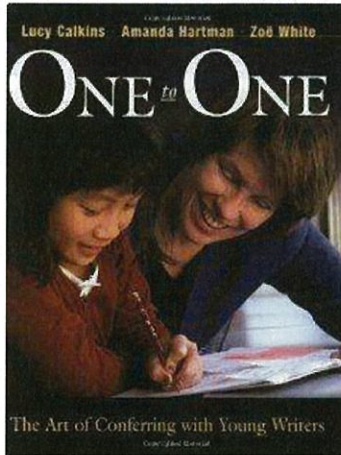


## Troy School District 30-C – Professional Book Study Options

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Deep Comprehension they discuss comprehension from a socio-cognitive perspective — specifically, how teachers can use the social context of reading workshop to promote deep comprehension. The book is framed around three guiding questions:

- Can comprehension be taught?
- How does a model become a barrier to comprehension?
- When does a tool become the reason for reading?



### One to One: The Art of Conferencing with Young Writers

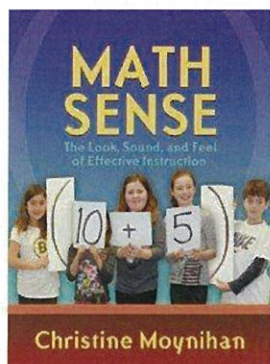
Lucy Calkins  
(2005) 232 pgs.

In an effective writing workshop, young children grow in leaps and bounds, and within just a few months, the changes in their written products can dazzle you. And after 30 years of studying her students' growth in the writing workshop, Lucy Calkins knows one of the most powerful ways to support good writers: clear, purposeful writing conferences.

In *One to One* Calkins and her colleagues Amanda Hartman and Zoë White show you the practices and principles that create effective conferences. They dispel the myth that master teachers have a magic touch and show you that effective teachers do not reinvent the conference with each student, but rather use predictable, principled interactions that follow a few simple frameworks. In *One to One*, you will learn:

- repeatable conferring frameworks that are the foundation of effective conferring
- specific teaching methods that you can match to your students' needs
- strategies for tailoring conferences to English language learners
- ways to use conferring across the content areas
- on-the-run record-keeping systems that are efficient, powerful teaching tools.

Good conferring, like good teaching, relies on your ability to communicate effectively with children, and the skills you develop as you learn to confer will improve your teaching abilities in all areas, including developing curriculum, leading strong mini-lessons, and untangling the classroom chaos that can derail a smoothly running workshop. Read *One to One* to improve your conferences and your teaching. But most important, read it to improve your students' writing every day.



### Math Sense: The Look, Sound, and Feel of Effective Instruction

Christine Moynihan  
(2012) 136 pgs.

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## Troy School District 30-C – Professional Book Study Options

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How is that you can walk into a classroom and gain an overall sense of the quality of math instruction taking place there? What contributes to getting that sense? In *Math Sense*, Chris Moynihan explores some of the components that comprise the look, sound, and feel of effective teaching and learning.

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**POETRY MENTOR TEXTS**  
Helping Reading and Writing Connections, K-5

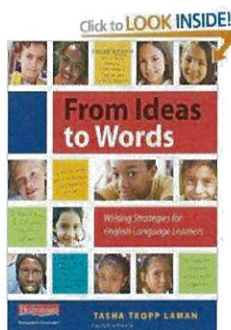


**Poetry Mentor Texts**

Lynne R. Dorfman and Rose Cappelli  
(2012) 186 pgs.

In *Poetry Mentor Texts*, the authors show teachers how to use poems in both reading and writing workshops and across content areas. This practical book explores a variety of poetic forms, including poems that inspire response, list poems, acrostic poems, persona poems, and poems for two voices—versatile forms of poetry that can be used in every grade. Reading connections present skills and strategies to move students forward as readers, helping them to build

fluency, vocabulary, comprehension, phonemic awareness, and phonics. Writing connections help students and teachers discover their own voices and grow as poets and wordsmiths as they try out many poetic forms. Poems help students at all grade levels learn to better address complex reading texts, offering them a chance to dig deeper and use higher-order thinking skills.



**From Ideas to Words: Writing Strategies for English**

**Language Learners** Tasha Tropp Laman  
(2013) 200 pgs.

Tasha Tropp Laman helps classroom teachers, ELL specialists, administrators, and literacy coaches become confident in their ability to support English language learners' growth as writers. Her book, *From Ideas to Words*, provides insight and practical tips for getting ELL students writing, even if they are at the very beginning stages of English language acquisition.

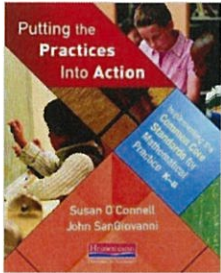
Each chapter is stocked with specific tools and strategies that help writing instruction meet the needs of ELL writers; illustrated classroom vignettes, samples of children's writing, student observations, and planning notes based on the information in that chapter. In addition to the theories and research behind working with ELLs, Tasha offers her experience and advice on:

- creating a classroom environment that supports ELL writers
- building a community that promotes risk-taking and values different experiences
- creating whole-group minilessons that meet the needs of emerging and fluent ELLs
- scaffolding independent practice for a wide variety of ELLs
- scaffolding writing conferences with tools based on ELL students' writing and language needs
- facilitating and encouraging students to share and reflect.



## Putting the Practices into Action

-Susan O'Connell and John SanGiovanni 150 pages



"This book will be your roadmap to implementing the CCSS Standards for Mathematical Practice. The explanations, examples, activities, and suggestions are intended to guide you to a deepened understanding of the Practice Standards so your classroom is filled with students who reason, apply, and truly understand mathematics."

-Susan O'Connell and John SanGiovanni

The Standards for Mathematical Practice promise to elevate students' learning of math from knowledge to application and bring rigor to our math classrooms. But how can we incorporate the Practices into our teaching and ensure that our students develop these critical skills? Sue O'Connell and John SanGiovanni unpack each of the eight Practices and provide a wealth of practical ideas and activities to help you quickly integrate them into your existing math program. Putting the Practices Into Action breaks each standard down to address:

- why the standard is important
- how to interpret and understand the standard
- how to bring the standard into your current teaching.

The authors show the true power of the standards by describing how they intermingle, blending together to empower students to use math and think mathematically. With classroom vignettes, sample activities, and helpful teaching tips, Putting the Practices Into Action brings the standards to life by illustrating what they look like in real classrooms. Discover how to integrate the Practices into your teaching, and let the journey of implementation begin.

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Doc #7

**JUNE 2016- ELEMENTARY**

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	<b>31</b> <b>K-4 TECH SKILLS PLANNING - 8-11</b> <b>K-4 SCIENCE OPEN PLANNING - 12-3</b> <b>NearPOD Training</b> 8-11 Or 12-3	<b>1</b> <b>ADMIN ACADEMY</b> Assessment PD Part 2 <b>8:30-3:30</b>	<b>2</b> <b>8:00-3:00</b> *1hr LUNCH Break <b>K-4 ELA COMMITTEE</b> <b>K-4 MATH</b>	<b>3</b> <b>8:00-3:00</b> *1hr LUNCH Break <b>K-4 ELA COMMITTEE</b> <b>K-4 MATH</b>
<b>6</b>	<b>7</b> <b>8:00-3:00</b> <b>Lea PD</b> K-4 READING SPECIALISTS, TITLE 1, ELL and SPECIAL ED	<b>8</b>	<b>9</b>	<b>10</b>

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## PD Workshop Proposal Application

Submit this form and attachments to NAME at EMAIL. If approved, you will be asked to submit additional information for the posting of the course.

PRESENTER	Fill in requested information in the boxes below. Thank you.
Today's Date:	
Title of Workshop:	
Applicant name(s) and contact information:	
What qualifications/experiences qualify you to facilitate the workshop?	
Have you been a facilitator for Troy 30-CU before? If so, provide the names of the courses or workshops.	

NEED	Fill in requested information in the boxes below. Thank you.
What specific district goal, evaluation criteria, learning standard/benchmark, or instructional practice is supported by this workshop?	
What data/information supports the need for the proposed workshop?	

PURPOSE	Fill in requested information in the boxes below. Thank you.
Purpose of workshop: (Include objectives, target audience, and learning outcomes)	
Provide an outline with: <ul style="list-style-type: none"> <li>The basic overview of topic covered for the session</li> <li>Objectives</li> <li>Proposed activities</li> </ul>	

OUTCOME	Fill in requested information in the boxes below. Thank you.
What impacts will the workshop have on instructional practices?	

How will this workshop affect student learning?	
---	--

<b>LOGISTICS</b>	<b>Fill in requested information in the boxes below. Thank you.</b>
Estimated cost to the District: materials, etc.)	
Workshop will be offered: Fall and/or Spring	
Day(s) of the week:	
Time(s):	
Number of PD hours (1.5 or 2):	
Location:	
Technology needs: (Overhead, LCD projector, etc.)	

#### **District Goals/Initiatives Related to Staff Development**

- Improvement of instruction for student learning
- Integration of technology as an instructional tool
- Assessment as a tool for learning and instruction



## To be a Board Credit Facilitator

Troy 30 CU is committed to providing participants courses with rigor and a high level of engagement that promote instructional growth and student learning. To ensure our commitment, the committee has provided an overview of the expectations for facilitators.

### Prior to Approval

- For a board credit course, facilitators should choose a topic that:
  - Provides a variety of information or strategies to engage participants throughout all sessions
  - Impacts instructional practices and student learning
  - Offers participants opportunities to implement weekly topics/strategies into instruction
  - Encourages participants to engage in peer discussion and self-reflection
- Decide the number of sessions and possible dates and times (*15 contact hours = 1 board credit*)
- Complete the application:
  - Know the resources needed for you and participants (i.e. text, handout, etc.)
  - Identify your target audience
    - Grade level range
    - Content area
    - Level of teaching experience
  - Create a syllabus with
    - the basic overview of topics covered for each session
    - session objectives
    - activities planned for sessions
    - ideas/activities planned for participants to implement between sessions
    - expectations/accountability of participants for board credit
  - Generate related discussion points for each session based on topics and activities (may or may not be part of the syllabus)
- Create a short description of your course to be posted for staff to see when browsing for courses

### During the Course

- Document attendance, class participation, and fulfillment of course requirements (accountability for participant)
- Facilitate the delivery of your objectives, activities and discussion
- Incorporate activities in which participants provide evidence of completion for accountability (i.e. a lesson used, student work sample, teacher-created resource, etc.)
  - Grading your peers is not an expectation
  - Provide options for culminating activity appropriate for your course. Potential examples include:
    - Share out to staff in a presentation
    - Interdisciplinary unit
    - Student project assignment
    - Personal reflection (paper) Data collection of some type
- Provide participants with necessary materials (i.e. handouts, syllabus)
- Offer make-up assignments for participants who missed a session
- Collect artifacts required to evidence course completion
- Submit necessary documentation to appropriate person

### Compensation

- For an original course created and developed from scratch, the total stipend paid for instruction will be \$22.00 for each hour taught and \$44.00 to prep for each hour taught. For example, for one 15-hour original board credit class the total stipend will be \$990.00 for the first time the course is presented. For facilitating an already prepared and/or a previously facilitated course, the total stipend paid will be \$22.00 for each hour taught and \$22.00 to prep for a total stipend of \$660.00. Stipends will be equally divided for courses instructed by two or more facilitators.



## To be a Professional Development Facilitator

The purpose of a PD workshop is to provide participants with the opportunity to learn the essentials of a tech idea or app, or an effective technique, strategy, or instructional practice a facilitator finds beneficial to instruction and/or learning.

### Prior to Approval

- Chose a topic that:
  - You are knowledgeable about
  - Will positively impact student learning and/or teacher instruction
  - Can effectively be explored within the timeframe of the workshop
  - Teachers can begin to incorporate into their classroom with ease
- Complete the application:
  - Know the resources needed for you and participants (i.e. devices, handout, etc.)
  - Identify your target audience
  - State the objective(s) for the workshop

### During the PD Workshop

- Document attendance and class participation
- Provide necessary handouts for participants
- Facilitate the delivery of your objective(s), activities and discussion
- Submit necessary documentation to appropriate person

### After the PD Workshop

- Continue to reach out and support participants to maintain moment

### Compensation

- CPDUs offered through ELIS for certification
- Opportunity to build confidence as a facilitator
- Experience for resume/resume builder